



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2009
Code: 11421369
SAU: Richmond School Department
School: Marcia Buker School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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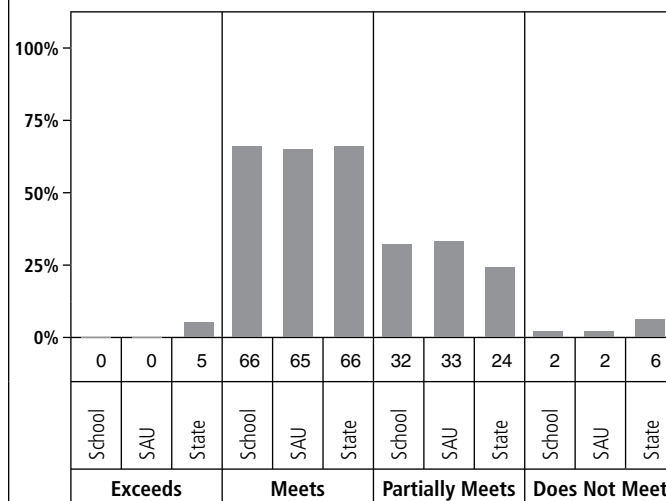
SUMMARY OF SCORES

Test Date: March 2009
Grade: 4
SAU: Richmond School Department
School: Marcia Buker School

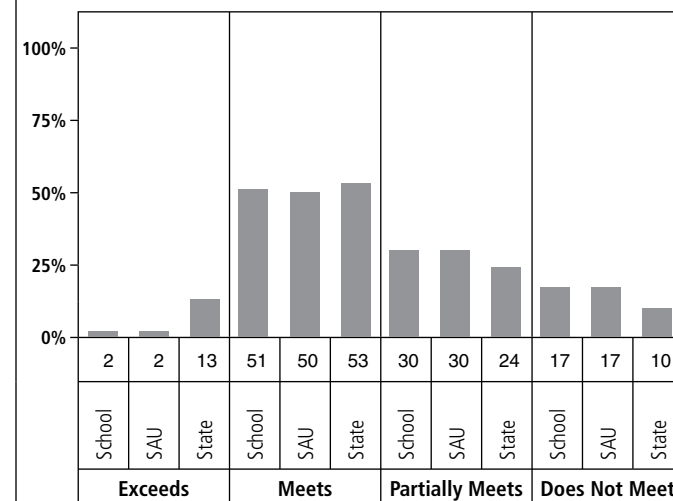
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	445	445	445
2007–2008	448	448	445
2008–2009	445	445	446
Cum. Avg.*	446	446	445
Mathematics			
2006–2007	442	442	445
2007–2008	443	443	445
2008–2009	441	440	446
Cum. Avg.*	442	442	445

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 4
SAU: Richmond School Department
School: Marcia Buker School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	47	100	46	100	13805	100	47	100	46	100	13737	100	47	100	46	100	13746	100						
Ethnicity African American/Black	1	2	1	2	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	1	2	1	2	125	1	1	100	1	100	124	99	1	100	1	100	124	99						
Asian or Pacific Islander	0	0	0	0	229	2	0	0	0	0	223	97	0	0	0	0	227	99						
Hispanic	0	0	0	0	149	1	0	0	0	0	148	99	0	0	0	0	148	99						
Caucasian/White	45	96	44	96	12883	93	45	100	44	100	12832	100	45	100	44	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	6	13	6	13	2383	17	6	100	6	100	2366	100	6	100	6	100	2364	99						
Current LEP	0	0	0	0	377	3	0	0	0	0	362	96	0	0	0	0	373	99						
Economically disadvantaged	13	28	13	28	5819	42	13	100	13	100	5782	99	13	100	13	100	5788	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	40	85	39	85	10439	76	37	79	36	78	10471	76						
Identified disability (PET/IEP)	0	0	0	0	351	3	0	0	0	0	367	4						
LEP	0	0	0	0	171	2	0	0	0	0	172	2						
504 plan	0	0	0	0	92	1	0	0	0	0	90	1						
Participation with accommodations	7	15	7	15	3142	23	10	21	10	22	3138	23						
Identified disability (PET/IEP)	6	86	6	86	1860	59	6	60	6	60	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	1	14	1	14	71	2	1	10	1	10	73	2						
Other	0	0	0	0	1060	34	3	30	3	30	1043	33						
Participation through alternate assessment (PAAP)	0	0	0	0	155	1	0	0	0	0	137	1						
Identified disability (PET/IEP)	0	0	0	0	155	100	0	0	0	0	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0												
Approved non-participation – special consideration	0	0	0	0	11	0	0	0	0	0	11	0						
Non-participation – other	0	0	0	0	57	0	0	0	0	0	48	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 4
SAU: Richmond School Department
School: Marcia Buker School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	1	2	1	2	507	4
	2007-2008	5	16	5	16	559	4
	2008-2009	0	0	0	0	672	5
	Cum. Total*	6	5	6	5	1738	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	22	51	22	51	8749	63
	2007-2008	16	50	16	50	8308	59
	2008-2009	31	66	30	65	8917	66
	Cum. Total*	69	57	68	56	25974	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	17	40	17	40	3467	25
	2007-2008	8	25	8	25	3922	28
	2008-2009	15	32	15	33	3241	24
	Cum. Total*	40	33	40	33	10630	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	3	7	3	7	1165	8
	2007-2008	3	9	3	9	1264	9
	2008-2009	1	2	1	2	751	6
	Cum. Total*	7	6	7	6	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.9	64.4	30.8	64.2	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	16.3	67.9	16.3	67.9	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	14.5	60.4	14.5	60.4	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Richmond School Department
 School: Marcia Buker School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	0	0	31	66	15	32	1	2	445	46	0	65	33	2	445	13581	5	66	24	6	446
Ethnicity																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	1										1						122	1	59	34	6	444
Asian or Pacific Islander	0										0						221	9	62	22	7	447
Hispanic	0										0						146	1	64	28	6	445
Caucasian/White	45	0	0	30	67	14	31	1	2	445	44	0	66	32	2	445	12684	5	66	24	5	446
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	4	67	1	17	436	6	0	17	67	17	436	2211	1	39	42	18	439
No	41	0	0	30	73	11	27	0	0	446	40	0	73	28	0	446	11370	6	71	20	3	448
Current LEP																						
Yes	0										0						357	3	42	36	19	440
No	47	0	0	31	66	15	32	1	2	445	46	0	65	33	2	445	13224	5	66	24	5	446
Economically disadvantaged																						
Yes	13	0	0	7	54	5	38	1	8	442	13	0	54	38	8	442	5677	2	57	32	9	443
No	34	0	0	24	71	10	29	0	0	446	33	0	70	30	0	446	7904	7	72	18	3	448
Migrant																						
Yes	0										0						6	0	67	33	0	445
No	47	0	0	31	66	15	32	1	2	445	46	0	65	33	2	445	13575	5	66	24	6	446
Gender																						
Female	31	0	0	21	68	9	29	1	3	445	31	0	68	29	3	445	6580	7	68	21	5	448
Male	16	0	0	10	63	6	38	0	0	444	15	0	60	40	0	444	7001	3	64	27	6	445
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	2	40	3	60	0	0	441	5	0	40	60	0	441	2127	1	48	42	9	441
No	42	0	0	29	69	12	29	1	2	445	41	0	68	29	2	445	11454	6	69	20	5	447
Gifted/talented program																						
Yes	0										0						324	27	72	1	0	458
No	47	0	0	31	66	15	32	1	2	445	46	0	65	33	2	445	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 4
SAU: Richmond School Department
School: Marcia Buker School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	2	45	36	17	441
B. less than one hour	91	0	0	28	67	13	31	1	2	445	91	0	66	32	2	445	75	5	67	23	4	447
C. one to two hours	9	0	0	2	50	2	50	0	0	443	9	0	50	50	0	443	18	5	67	23	5	447
D. more than two hours	0										0						2	3	45	36	16	442
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	37	0	0	13	76	3	18	1	6	446	36	0	75	19	6	446	40	8	71	17	4	449
B. good	43	0	0	14	70	6	30	0	0	447	44	0	70	30	0	447	45	3	66	25	5	446
C. fair	20	0	0	3	33	6	67	0	0	440	20	0	33	67	0	440	13	1	54	35	10	442
D. poor	0										0						2	0	39	42	19	439
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	0	0	6	55	5	45	0	0	445	24	0	55	45	0	445	31	8	69	19	4	448
B. They match some of what I have learned.	54	0	0	17	68	8	32	0	0	446	56	0	68	32	0	446	53	4	68	23	4	447
C. They match just a little of what I have learned.	11	0	0	4	80	1	20	0	0	444	9	0	75	25	0	443	11	2	54	35	10	442
D. There is no match.	11	0	0	3	60	1	20	1	20	442	11	0	60	20	20	442	4	1	39	40	20	439
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	29	0	0	8	62	4	31	1	8	444	27	0	58	33	8	444	19	4	54	31	11	443
B. about the same as my regular schoolwork	60	0	0	18	67	9	33	0	0	446	61	0	67	33	0	446	63	6	69	22	4	447
C. easier than my regular schoolwork	11	0	0	4	80	1	20	0	0	445	11	0	80	20	0	445	18	4	68	23	5	446
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	4	0	0	1	50	1	50	0	0	441	4	0	50	50	0	441	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	69	0	0	20	65	10	32	1	3	445	69	0	65	32	3	445	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	27	0	0	8	67	4	33	0	0	446	27	0	67	33	0	446	35	9	72	16	3	449
How much time do you spend reading at home each day?																						
A. more than one hour	35	0	0	14	88	2	13	0	0	450	33	0	87	13	0	450	21	8	68	19	5	448
B. 20 minutes to an hour	37	0	0	10	59	7	41	0	0	444	38	0	59	41	0	444	55	5	70	21	4	447
C. less than 20 minutes	15	0	0	4	57	3	43	0	0	443	16	0	57	43	0	443	13	2	57	33	8	443
D. I rarely read at home.	13	0	0	2	33	3	50	1	17	437	13	0	33	50	17	437	11	1	51	37	11	442
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	28	0	0	6	50	6	50	0	0	443	29	0	50	50	0	443	25	3	59	30	8	444
B. six to ten pages	21	0	0	6	67	2	22	1	11	445	19	0	63	25	13	444	24	4	64	26	6	445
C. eleven or more pages	51	0	0	16	73	6	27	0	0	447	52	0	73	27	0	447	51	7	70	20	4	448
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 4
SAU: Richmond School Department
School: Marcia Buker School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	1	2	1	2	1054	8
	2007-2008	2	6	2	6	1321	9
	2008-2009	1	2	1	2	1712	13
	Cum. Total*	4	3	4	3	4087	10
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	18	42	18	42	7394	53
	2007-2008	15	47	15	47	7079	51
	2008-2009	24	51	23	50	7270	53
	Cum. Total*	57	47	56	46	21743	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	16	37	16	37	3729	27
	2007-2008	11	34	11	34	3955	28
	2008-2009	14	30	14	30	3219	24
	Cum. Total*	41	34	41	34	10903	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	8	19	8	19	1735	12
	2007-2008	4	13	4	13	1642	12
	2008-2009	8	17	8	17	1408	10
	Cum. Total*	20	16	20	17	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	27.1	56.5	27.0	56.3	30.8	64.2
A. Number	20	42	10.5	52.5	10.4	52.0	12.5	62.5
B. Data	8	17	4.8	60.0	4.8	60.0	5.3	66.3
C. Geometry	10	21	5.8	58.0	5.8	58.0	6.5	65.0
D. Algebra	10	21	6.0	60.0	6.0	60.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 4
 SAU: Richmond School Department
 School: Marcia Buker School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	47	1	2	24	51	14	30	8	17	441	46	2	50	30	17	440	13609	13	53	24	10	446
Ethnicity																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	1										1						123	12	46	28	13	445
Asian or Pacific Islander	0										0						225	22	45	20	12	448
Hispanic	0										0						147	3	58	30	10	443
Caucasian/White	45	1	2	23	51	14	31	7	16	441	44	2	50	32	16	441	12699	13	54	23	10	447
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	2	33	1	17	3	50	436	6	0	33	17	50	436	2227	3	34	33	30	437
No	41	1	2	22	54	13	32	5	12	441	40	3	53	33	13	441	11382	14	57	22	7	448
Current LEP																						
Yes	0										0						370	7	35	31	27	439
No	47	1	2	24	51	14	30	8	17	441	46	2	50	30	17	440	13239	13	54	23	10	447
Economically disadvantaged																						
Yes	13	0	0	5	38	4	31	4	31	435	13	0	38	31	31	435	5704	6	48	30	16	442
No	34	1	3	19	56	10	29	4	12	442	33	3	55	30	12	442	7905	18	57	19	6	450
Migrant																						
Yes	0										0						6	17	33	50	0	448
No	47	1	2	24	51	14	30	8	17	441	46	2	50	30	17	440	13603	13	53	24	10	446
Gender																						
Female	31	0	0	14	45	10	32	7	23	438	31	0	45	32	23	438	6591	12	54	24	11	446
Male	16	1	6	10	63	4	25	1	6	446	15	7	60	27	7	445	7018	13	53	24	10	447
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	5	100	0	0	0	0	451	5	0	100	0	0	451	2131	3	41	38	18	440
No	42	1	2	19	45	14	33	8	19	439	41	2	44	34	20	439	11478	14	56	21	9	448
Gifted/talented program																						
Yes	0										0						324	64	34	2	0	464
No	47	1	2	24	51	14	30	8	17	441	46	2	50	30	17	440	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 4
 SAU: Richmond School Department
 School: Marcia Buker School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										0						4	4	37	30	28	438
B. less than one hour	91	1	2	21	50	13	31	7	17	441	91	2	49	32	17	441	75	13	55	23	9	447
C. one to two hours	9	0	0	3	75	1	25	0	0	443	9	0	75	25	0	443	18	12	54	24	10	446
D. more than two hours	0										0						2	7	39	29	25	440
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	41	1	5	14	74	3	16	1	5	446	40	6	72	17	6	446	37	22	56	16	7	451
B. good	41	0	0	7	37	8	42	4	21	438	42	0	37	42	21	438	45	9	56	25	9	446
C. fair	15	0	0	3	43	3	43	1	14	438	16	0	43	43	14	438	14	3	46	34	17	440
D. poor	2	0	0	0	0	0	0	1	100	428	2	0	0	0	100	428	3	2	33	35	29	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	22	1	10	5	50	2	20	2	20	442	20	11	44	22	22	442	35	19	56	19	7	450
B. They match some of what I have learned.	54	0	0	12	48	10	40	3	12	441	56	0	48	40	12	441	51	11	56	25	8	446
C. They match just a little of what I have learned.	20	0	0	6	67	2	22	1	11	442	20	0	67	22	11	442	10	5	43	31	21	440
D. There is no match.	4	0	0	1	50	0	0	1	50	434	4	0	50	0	50	434	4	3	26	33	37	434
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	5	71	1	14	1	14	442	16	0	71	14	14	442	17	5	44	31	20	441
B. about the same as my regular schoolwork	67	0	0	16	53	11	37	3	10	441	66	0	52	38	10	441	62	13	57	23	7	448
C. easier than my regular schoolwork	18	1	13	2	25	2	25	3	38	439	18	13	25	25	38	439	21	18	53	19	10	449
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	0	0	2	100	0	0	434	4	0	0	100	0	434	7	6	36	32	27	438
B. 30–45 minutes	46	0	0	12	57	5	24	4	19	441	47	0	57	24	19	441	25	7	52	28	12	444
C. 45–60 minutes	48	1	5	11	50	7	32	3	14	442	47	5	48	33	14	442	38	14	56	22	8	448
D. more than 60 minutes	2	0	0	1	100	0	0	0	0	456	2	0	100	0	0	456	30	18	56	19	7	449
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	100	0	0	0	0	450	2	0	100	0	0	450	3	4	36	31	28	438
B. two or three days a week	0										0						12	13	51	26	10	446
C. two or three times each month	17	0	0	3	38	4	50	1	13	439	18	0	38	50	13	439	32	15	58	20	7	449
D. never or almost never	80	1	3	20	54	10	27	6	16	442	80	3	53	28	17	441	53	11	53	25	11	446
How often do you use hands-on materials in mathematics class?																						
A. almost every day	11	0	0	1	20	0	0	4	80	432	11	0	20	0	80	432	26	12	50	25	13	445
B. two or three days a week	26	0	0	5	42	6	50	1	8	440	24	0	36	55	9	439	32	14	57	21	7	448
C. two or three times each month	39	0	0	11	61	6	33	1	6	443	40	0	61	33	6	443	26	13	56	22	8	448
D. never or almost never	24	1	9	7	64	2	18	1	9	444	24	9	64	18	9	444	17	9	50	27	13	444
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number